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ABSTRACT

This journal edition focuses upon the many resources for teachers to draw upon in order to infuse law-related education (LRE) into their classrooms. Isidore Starr explains the reasons behind the LRE movement, while Mabel McKinney-Browning describes the existing American Bar Association's programs in LRE. Judith Zimmer covers the Street Law program. A sample lesson is included at the end of the article. John Hale writes about the Law in a Free Society program and the National Bicentennial competition. Todd Clark explains the programs developed by the Constitutional Rights Foundation. Carolyn Pereira offers reasons for including LRE in the curriculum, and discusses the characteristics of effective LRE programs. Eric Mondschein explains the Law, Youth and Citizenship program of the New York State Bar Association and the New York State Education Department. Thomas O'Donnell offers details of an effective LRE program, project PATCH, in the Northport (NY) School District. Harriet Bunin's article discusses LRE in New York City. Robert Maslow and Stuart Zimmer describe a typical New York City high school law program. Marvin Underweiser and Michelle Davis share a list of interesting and exciting law-related trips in the New York City area. The issue concludes with a bibliography of resources for teachers and students including books, audio-visual materials, and bibliographical references. (JB)

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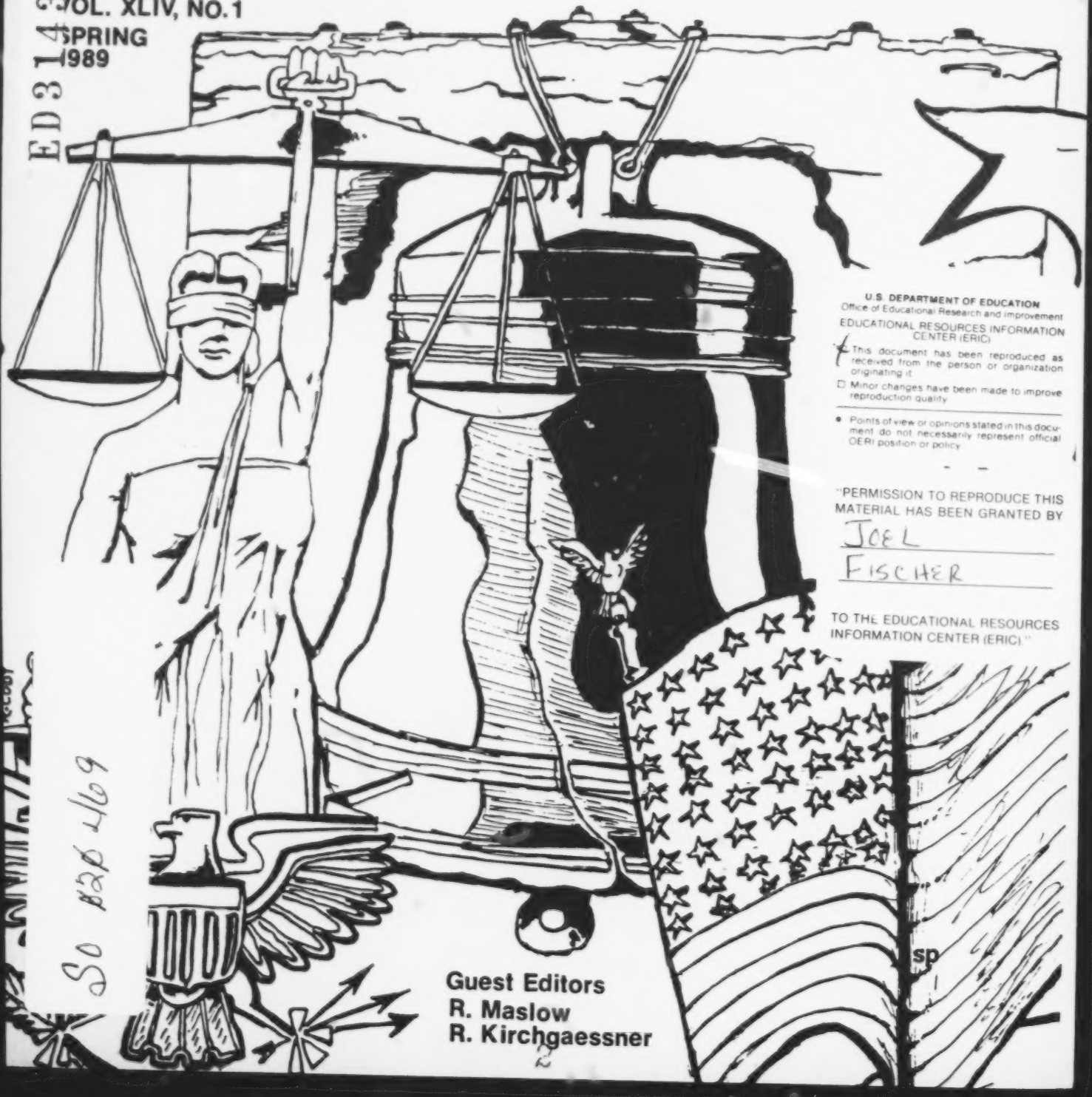

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The ATSS/UFT is published periodically throughout the school year, by the Association of Teachers of Social Studies of the United Federation of Teachers. Each issue will try to address itself to a major problem and concern that confronts social studies teachers everywhere.

JOURNAL ARTICLES

Articles relating to the field of social studies education may be contributed by any teacher, or administrator. Texts should be double spaced. Especially helpful are submissions that are compatible with our computer. These include word-processing programs on 3.5 inch diskettes supported by MS-DOS and in particular, Microsoft Word. Forward to:

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INTRODUCTION

INTRODUCTION TO THE A.T.S.S. JOURNAL ON LAW-RELATED EDUCATION

Over the past decades, law-related education has emerged as a fresh and vital approach to teaching. The purpose of this edition of our Journal is to draw the attention of Social Studies professionals to this exciting, dynamic field. We feel that Law-related education:

- improves students critical thinking skills
- enhances student performance in reading, speaking , and writing
- develops skills in organizing and researching information
- encourages students to study law and pursue legal careers
- improves students attitudes about school and society

Moreover, its just plain fun for students and teachers alike. This edition of the ATSS Journal focuses upon the many resources for teachers to draw upon in order to infuse law-related education into their classrooms.

As editors, we hope that its articles will offer practical suggestions for classroom teachers, social studies supervisors and other professionals who have responsibility for planning and implementing programs. We asked Robert Maslow, Coordinator of the Law-Studies Program at Jamaica High School and Rozella Kirchgaessner, Coordinator of the Law-Studies Program at Franklin K. Lane High School, to be the guest editors of this issue. As you read these articles, you will realize that all social studies teachers owe these two educators a big debt of gratitude.

The first section of the Journal will deal with national programs. Isidore Starr explains the reasons behind the law-related education movement; while Mabel McKinney-Browning describes the existing American Bar Association's programs in law-related education. Judith Zimmer covers the Street Law program, which was a creation of the National Institute for Citizen Education in the Law (NICEL). A sample lesson is included at the end of her article. Next, John Hale of the Center for Civic Education writes about the Law in a Free Society program and the National Bicentennial competition. Concluding this section, Todd Clark explains the programs developed by the Constitutional Rights Foundation.

Our second section of the Journal concerns state and local programs. Carolyn Pereira offers reasons for including law-related education in the curriculum, and discusses the characteristics of effective LRE programs. Eric Mondschein explains the Law, Youth and Citizenship (LYC) program of the New York State Bar Association and the New York State Education Department. Then, Thomas O'Donnell offers details of an effective law-related education program, Project P.A.T.C.H., in the Northport, New York School District. Harriet Bunin's article discusses law-related education in New York City. This section concludes with an article by Robert Maslow and Stuart Zimmer describing a typical New York City high school law program.

Our third section focuses on a variety of ideas and resources to assist the classroom teacher. Marvin Underweiser and Michelle Davis share a list of interesting and exciting law-related trips in the New York City area. Our issue concludes with a bibliography of resources for teachers and students including books, audio-visual materials, and bibliographic references.

We hope this issue will assist you in your law-related education efforts.

The Journal Editors

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Isidore Starr is actively involved in fostering Law-Related education projects in Arizona, as well as around the nation. He was a Professor Emeritus of Education at Queens College, CUNY, past president of the ATSS 1951-1952, past President of the National Council for the Social Studies, a graduate of Franklin K Lane High School, and a former high school social studies teacher. He has been called the "Father of Law-Related Education".

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THE LAW STUDIES MOVEMENT:

A BRIEF COMMENTARY ON ITS HISTORY AND RATIONALE

ISIDORE STARR

The Law Studies Movement, as we know it today, began in the early 1960's as a reaction to certain developments in the preceding decade. The McCarthy years, with their climate of suspicion and fear, the Purdue University polls with their message of widespread ignorance of the Bill of Rights, and the rulings of the Warren Court with the backlash of criticism and even open opposition by officials — all raised questions about the nature of civic education in our schools and nation.

Inevitably, the question was asked: How is it that in a nation where most, if not all states required instruction in the Constitution and the Bill of Rights in their elementary and secondary schools, so little seemed to be known about these basic documents and so few Americans seemed to be willing to defend them in public?

The seminal year in Law-Related Education was 1962. That summer, the Williamstown workshop, co-sponsored by the National Council for the Social Studies (NCSS) and the Civil Liberties Education Foundation, brought together a small number of secondary social studies teachers and social scientists to examine the data relating to civic education, and to recommend a realistic program for involving students in issues relating to their rights and responsibilities. The Williamstown Report, **Education: That Security and Liberty May Prosper Together** (A Program for Improving Bill of Rights Teaching in Schools), recommended that instruction in that area should be structured around the fundamental ideas of liberty, justice, and equality with an emphasis on the case study method as the first among many useful strategies.

The Report was widely publicized, and in the fall of1962 an impressive assembly of judges, educators, lawyers, and community leaders met at Airlie House in Virginia and organized the National Assembly on Teaching the Principles of the Bill of Rights. Convened by the American Political Science Association, the National Council for the Social Studies, the Association of American Law Schools, and the Civil Liberties Education Foundation, the meeting had as its honorary co-chairs Justices Brennan and Douglas of the United States Supreme Court. Several days later, Justice Brennan came to Philadelphia to address the annual meeting of the National Council for the Social Studies on Teaching the Bill of Rights.

These events created a momentum which continued throughout 1963. Teachers education institutes in Law-Related Education were organized in Massachusetts, Kentucky, California, and Oregon. The Lincoln Filene Center at Tufts University designed a workshop on Teaching the Declaration of Independence and the Bill of Rights in the junior high schools, a program co-sponsored by the Commissioners of Education of the nine northeastern states. Among the twenty-seven participants were three from New York State. The format established here with morning sessions devoted to content and afternoon workshops focusing on methods of instruction has become one of the most popular models in Law-Related Education teacher education.

In 1971, the American Bar Association entered the educational scene. Under the leadership of its President, Leon Jaworski, the A.B.A. adopted law studies as one of its priorities, and established a Special Committee on Youth Education for Citizenship with an Advisory Commission of leaders in education to assist in the creation and implementation of programs for the elementary and secondary schools. Recently, the A.B.A. expanded the scope of its interest in this area by including adult education and undergraduate college courses.

In time, bar associations and local and state education agencies, working alone or together, began to take an interest in law studies as an integral component of civic education. At about the same time, more and more talented teachers and curriculum innovators began to pay attention to the possibilities of this new way of looking at traditional subject matters. One of the national projects expanded the conceptual approach to Law-Related Education from the Williamstown trinity of liberty, equality, and justice to include authority, privacy, responsibility, and property. A second national project shifted attention to street law or practical law, criminal law, family law, juvenile law, consumer law, and landlord and tenant law. A third national organization directed its attention to participatory law with emphasis on such activities as mock trials, police ride-alongs, stimulations, role-playing, parliamentary procedure, and lobbying techniques.

Today, the national projects and the hundreds of state and local Law Studies Programs reflect a judicious mix of the conceptual, practical, and participatory law approaches. In addition, much creative work is going on in schools, school districts in some states. In some areas there are law magnet schools; in others, courtrooms have been built for mock trials and other activities. In some schools, the history of the law and law and literature are course offerings; while in other schools, comparative law and international law are a part of the course of study. In one Arizona school there is even a program which prepares students to tutor immigrants preparing for their citizenship examination. The possibilities are truly endless.

The rationale for Law-Related Education is implicit in its history. The movement began with a mission: to rescue civic education from the traditional textbook approach by investing it with living content and vibrant activities. Taking to heart Alfred North Whitehead's advice, the pioneers of the movement decided to substitute "ert" for "inert" knowledge. Recognizing the importance of Harvard Professor Hocking's observation that "teaching the social studies without the law is like teaching vertebrate anatomy without the backbone", they centered their attention on those dimensions of the law which constitute the minimum essentials of basic civic education. Combining these two strands of advice, the pioneers concluded that to perform the Office of Citizen, a particularly apt phrase for our time, it is necessary to possess a corpus of knowledge rooted in legal literacy, sophisticated skills in making decisions, and an enthusiasm and vigor for grappling with the intricate issues of our contemporary life.

As we have mentioned, the original focus of the movement was on the Constitution and the Bill of Rights as the foundation for our on-going historic social contract. The Bicentennial celebrations beginning with 1987 and concluding in 1991 have given an added significance to this aspect of Law-Related Education. To the content of constitutional law has been added material relating the law as a predictive, protective, and mediating influence in our lives. To translate this important material into practical terms, it has been necessary to include a knowledge and understanding of the rules, tools, and institutions designed for governance and for righting wrongs.

The mission was obviously an ambitious one. How could teachers and students find their way through the thicket of the sprawling problems produced by a complex and pluralistic society? An answer was found in Alexis deToqueville's comment that "scarcely any political question arises in the United States which is not resolved, sooner or later, into a judicial question." If the author of Democracy in America were alive today, he would probably be amazed at the American propensity to transform important public controversies, whether political, economic, or social, into landmark constitutional cases. Our tendency to litigate issues, large and small, public and private, was adopted by the pioneers of the Law Studies Movement as a method of transforming macrocosmic controversies into microcosmic case studies. By using this approach, teaching law-related issues became a manageable educational enterprise.

Additional help came from John Dewey's undergirding metaphor for the art of thinking. When we reach a crossroad and want to find out which path to take, he advised us to climb the highest tree that we can find in order to study the landscape carefully before making our decision. In a sense, this advise has been transformed into the case-study method: the facts are gathered, the issues are clarified, the arguments are analyzed by the rules of reasoning, and a decision is reached and justified on the basis of a principle which could serve as a precedent for future action. Climbing the "tree" of a legal problem can be an exciting experience. There are, of course, other ways of transforming abstract legal and constitutional questions into personal dilemmas and moral and ethical predicaments: simulations, mock trials, moot courts, and role playing.

In addition to the nature of the subject matter and the quality of thinking components of the rationale, a third pivotal factor justifies the incorporation of Law-Related Education into the curriculum. In a society of perplexing controversies and conflicts of opinion, a certain degree of intellectual stamina is necessary to survive as an individual and to function as an active citizen. In its best sense, the Law Studies Movement fosters an ability to live with the uncomfortable realization that only on television are there simple solutions to complex problems. In life we often have to accept answers or decisions which are not acceptable or pleasant, but there is the hope that the law can serve as an instrument to mitigate the injustice or even to realize an historic ideal.

It is tempting to claim too much for any single area of study and it is wise to remember Talleyrand's sage advice: "Above all, no zeal." However, if we really believe that we live under the rule of law and that "ours is a government of laws and not of men," then the law as an area of study must become a priority in the education of the young men and women who will lead our nation into the future.

EDUCATING YOUTH FOR CITIZENSHIP

MABEL C. McKINNEY-BROWNING

"I think there's no doubt that we are now in the midst of a double crisis — a crisis of law observance on the one hand, and a crisis in schools on the other." Paul A. Freund, a noted Harvard Law Professor made this declaration in a1972 speech, but clearly it is an observation that could be made today. We are in a time of momentous social, economic, and spiritual crisis. At risk, on one side, are attitudes which foster responsibility and commitment to law observance and contribute to the wellness of our society. At risk, on another side, is the ability for schools to create an effective environment for teaching and learning, while also meeting the complex requirements of a "needy" student population.

Drugs, a decline in the quality of family life, and confusion in acceptable moral standards and cultural values contribute to the daily dilemma of teachers attempting to provide a meaningful school experience for youngsters. We cannot afford to fail our children. Hence as we look forward to the next decade, it is important that we strengthen our resolve to revitalize our traditions of civic responsibility and civic participation, thereby fulfilling a primary goal of schooling — an educated and responsible citizenry. The active pursuit of this goal, however, will require the collective wisdom, power, and expertise of the entire community.

Dr. Isidore Starr, whose work in law-related education dates back to the 1930's, has challenged us with these words; "Perhaps all of us involved in law education will marshal our forces to make this world a little more civil, a little more dignified, a little more sensitive to liberty, justice, and equality, and hopefully, a little more honest." The American Bar Association (ABA) has accepted this challenge by channeling its resources in this time of crisis to support a variety of programs fostering increased public understanding of the law and the legal system. Central to this effort and commitment is the work of the Special Committee on Youth Education for Citizenship (ABA/YEFC).

ABA/YEFC was established in1971. Its mission is to foster the development of law-related education programs (LRE) in elementary and secondary schools throughout the country. Over the past eighteen years, it has seen law-related education grow from the singular commitment of individual teachers who believed that law enriched their study of social studies, to a program widely used in elementary and secondary schools in each of the 50 states. A 1985 survey of state social studies curriculum specialists and supervisors by Carol Hahn revealed that since 1975, LRE has been added to the social studies curriculum in more than half of the forty-six states responding. The report also indicated that LRE was identified as the fourth most important priority of these respondents. The first priority — citizenship education — is one which law-related education addresses through both content and methodology.

LRE is defined by the 1978 Law-Related Education Act as "education to equip non-lawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based." As noted in the ABA's publication Law-Related Education in America , "a sound approach to law-related education teaches the law as a humanistic discipline and as a means of understanding and appreciating our culture and our society." Law-related education is characterized, too, by activities and strategies, which promote active student involvement through projects field experiences, and interaction with the community.

Since the mid-sixties, law-elated eduction has enjoyed the active support and commitment of the legal community. The American Bar Association, state and local bar associations, and individual lawyers and judges have provided teachers with technical assistance, made presentations in classrooms, provided access to courtrooms, coached in and participated in mock trial programs, and helped to raise funds for a broad range of special programs. Many LRE projects have been initiated by bar associations, many receive funding and in-kind contributions from bar associations for special projects, and still others are staffed by bar association personnel. All LRE projects have benefited from this vital partnership between the legal and school communities.

ABA/YEFC serves an important role in law-related education, broadly, through its outreach and dissemination efforts and specifically, through conferences, programs, publications, consulting and clearinghouse services. Leadership development is a key component of our efforts. Each year, ABA/YEFC sponsors a national LRE leadership seminar which highlights critical issues facing the legal and educational communities. Recent seminars have focused on drug education, at-risk students, and the Constitution. Each Spring and Summer, ABA/YEFC offers special training programs for teachers, school administrators, and community resource people through grant-funded programs.

Providing information is also an important aspect of our work. The cornerstone of our extensive publications program is a magazine for teachers — Update on Law-Related Education. Published three times yearly, each issue focuses on a particular legal topic and includes recent Supreme Court decisions, innovative classroom strategies, and articles on important developments in the law, juvenile justice, and law-related education. Each year, a special Law Day issue highlights the ABA's Law Day theme. Recent issues have focused on Afro-Americans and the Constitution, "at risk" youth, and legal literacy.

Currently, ABA/YEFC is focusing its energies and resources on the three special programs that permit ABA/YEFC to offer competent assistance to those interested in law-related education:

Education in Law and Juvenile Justice

Project activities include the National Law-Related Education Seminar for LRE project leaders, invitational development conferences on critical issues in education, minority organizations.

Bar-School Partnership Program.

Through this effort, ABA/YEFC is and 36 local bar associations and school districts. Growing out of this project are a series of Bar-School Handbooks providing "how to"strategies and information for developing LRE programs for youth. during the bicentennial period (through1991). Program activities include a national constitutional summer program for school district- based social studies educators and newsletters highlighting materials, programs, and resources for the bicentennial.

Richard Morrill once wrote: "Education for democratic citizenship involves human capacities relating to judgement, to choice, and to action. To be literate as a citizen requires more than knowledge and information; it includes the exercise of personal responsibility, active participation, and personal commitment to a set of values. If we are serious about education for the exercise of the responsibilities of citizenship ... we need to approach [it] in a consistently interactive way, never losing sight of either knowledge and content on the one hand, or the dynamics of human empowerment on the other." Learning about the law, the legal system, and the principles and value on which these are based seem promising avenues for realizing Morril's vision. We must lift the status of participating citizenship to reflect its importance to the continuation of our democracy. Law-related education offers an opportunity for those of us committed to quality education for all young people to realize this goal.

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STREET LAW, NEW YORK STYLE

JUDITH ZIMMER

Motivation is one of the most important and elusive ingredients in education. We can all think of times during our lives when we learned some deadly dull information with hardly a flicker of motivation. Many a lesson plan has been tried and abandoned in search of the quality that creates an exciting educational experience in the classroom.

The success of law-related education (LRE) is due in part to its motivational design. The information is compelling — legal issues play an even more important role in our daily lives — but those participatory classroom strategies are what hook and maintain student interest. A 1981 study supported by the U.S. Justice Department showed that 87% of the students surveyed found LRE more interesting than any other social studies course. Nationally, LRE courses have grown faster than any other area of social studies during the past 10 years.

Students not only study the legal process, but participate in mock trials; they not only study law enforcement, but ride along with police on the beat. Law-related education teaches students to become effective, law-abiding, participating citizens by bringing the law to life in the classroom.

LRE is also one of the few programs evaluated nationally as having the potential to reduce delinquency. In 1981 a national study supported by the Office of Juvenile Justice and Delinquency Prevention indicated that law-related education, when properly implemented, can produce among students a better self-image, a reduced tendency to violence, and fewer feelings of isolation from teachers and other students. The study indicated that LRE also made students more interested in their own education.

Proper implementation of law-related curriculum requires active participation and interaction by students, sufficient amounts of high quality instruction, careful selection of balanced material, use of well-briefed outside resource persons, involvement of school administrators, and peer support for teachers.

The National Institute for Citizen Education in the Law (NICEL) is a national nonprofit organization dedicated to fostering widespread understanding of law and the legal system. NICEL grew out of the successful "Street Law Project" co-sponsored by the Georgetown University Law Center and the District of Columbia Public Schools. The Street Law Project trained law students in a weekly seminar dealing with practical legal information and communication skills to teach a law course in tandem with high school social studies teachers. The course became known as "Street Law" and resulted in the development of what today is a very popular law text of the same name. Since the early 1970's Street Law has grown and expanded into law schools and high school classrooms around the country.

The Street Law text incorporates useful information, practical advice and competency building activities designed to provide students with the ability to analyze, evaluate, and in some situations, resolve legal disputes. Street Law covers many legal areas of interest to teenagers, including criminal, family, consumer, housing and individual rights law. There is a special New York State edition which includes a 75 page supplement on New York law. The text and teacher's manual promote student participation through use of small group exercises, role plays, mock trials, case studies, and suggestions for the active involvement of resource persons such as lawyers, police, and judges. There is also a bank of test questions. The test bank is available free from West Publishing Company (1-800-328-2209) for teachers who have purchased or are purchasing classroom sets of Street Law.

PARTICIPATION IN GOVERNMENT

The addition of New York's new "Participation in Government" course for the twelfth grade has challenged teachers to use materials which develop skills for citizens participating in a democratic society. One possible approach is to adapt an existing course to conform to the goals and objectives of the new course. NICEL has developed a short, handy guide, Teaching Participation in Government Through Street Law, for adapting the text as the basis of the new course. This guide is available free of charge from the West Publishing Company (1-800-328-2209).

Teachers can use Street Law to create background awareness and understanding of fundamental constitutional principles and values in order to develop the skills needed to analyze public policy issues. The new "Participation in Government" course gives the teacher the opportunity to use Street Law to emphasize student-centered classroom teaching strategies and expand opportunities for learning experiences in the community.

MOCK TRIALS

Each year NICEL staff draft high school mock trials for use in District of Columbia public schools and then in school systems across the country. Many of these have been used in New York State's wide mock trial competition, which is conducted by the State Bar Association's highly successful Law, Youth and Citizenship project. The two most recent trials have dealt with two issues which are sometimes difficult to handle in the classroom: AIDS and the battered women's syndrome.

The AIDS mock trial, Barr v. Zuff, deals with a claim of wrongful discharge of a corrections officer who tested positive on the AIDS antibody test. The officer contends that his subsequent firing constituted illegal discrimination against the handicapped. The case demonstrates the power of the mock trial format to teach additional substantive information along with the law. Students learn critical information about AIDS while preparing for the trials.

The United States v. Martha Monroe mock trial presents an opportunity for students to consider the use of the battered women's syndrome as defense to a murder charge. Martha Monroe killed her husband, while he slept faced down on the bed. Martha says that she had been the victim of severe physical and emotional abuse from George for years. The battered women's defense maintains that the defendant had a reasonable belief that her life was in imminent danger and there was no choice but to kill George. Students must reconcile their analyses of Martha's situation with the post-traumatic stress syndrome asserted by New York City "subway vigilante" Bernard Goetz at his trial. These mock trials are available from NICEL (National Institute for Citizen Education in the Law, 25 E Street, N.W. Suite 400, Washington, D.C. 20001.)

MENTOR

NICEL staff has worked closely with New York City's MENTOR program since it was launched by Thomas W. Evans of Mudge Rose, Guthrie, Alexander and Ferdon in 1980. This program, which pairs a law firm with a high school class, consists of classroom visits by law firm personnel and visits by the class to the firm's offices and New York court.

The students benefit from getting an inside look at how New York law is actually practiced; the firms find the experience rewarding and the impact on the students to be significant. As one student put it, "If the law firm treats its clients half as well as they treated us, they will be in good shape."

TEENS, CRIME AND THE COMMUNITY

Once every 19 seconds a teenager in the United States is the victim of a crime. Teens are victimized by violent crimes at twice the rate of the general adult population and 10 times the rate of the elderly. Few people realize that teens are the most highly victimized age group in our society. As a society, we typically focus our attention on teenagers when they cross some pathological line — violent crime, substance abuse, pregnancy, suicide. Then we try to diagnose the problem and fix it. Since 1985, NICEL has been working in conjunction with the National Crime Prevention Counsel (NCP) to develop a program called Teens, Crime and the Community.

This innovative program built on the positive strength of teens to reduce crime and build a safer community. The program has two components: education and action. The text Teens, Crime and the Community, provides the educational component for the program. The action component involves students in assessing crime prevention needs in the community and designing a project to address some of those needs.

The text book provides a solid basis for understanding the nature, impact and prevention of crime, as well as the needs of victims and the dynamics of the community and crime. Both criminal justice system and the special features of juvenile justice are reviewed in a context which considers victims as well as offenders perspectives.

Building on the community emphasis in the curriculum, the projects consist of local efforts to meet local needs. Every student in a participating school can take part in the community crime-prevention project(s), whether of not he/she is enrolled in the curriculum. Projects have included forming city-wide education coalitions to help other teens learn how to prevent crime, teaching younger children how to be drug-free, writing and producing informative posters, videos or talk shows, conducting in-school or community-based mediation services, or helping with community anti-crime surveys.

Survey Activity : Victims of Crime
see next page

Survey Activity : Victims of Crime

The following strategy section is part of the "Teens, Crime and the Community" program. It is designed to spark interest and explode myths related to victims of crime.

Students should individually complete the True or False questionnaire prior to class discussion.

Circle true or false in the space provided , and explain your answer.

1. Most Americans will never be victimized by crime. True False

Explain _____

_____

2. Individuals aged 65 and older are most often the victims of crimes. True False

Explain _____

_____

3. Women are more likely to be the victimized than men . If false, why? True False

Explain _____

_____

4 . The rich are more likely to be victims of crimes than the poor. True False

Explain _____

_____

5. Members of minority groups are more likely to be victimized by crime. True False

Explain _____

_____

6. Once people become victims ,there is not much that can be done to help them .

True False

Explain _____

_____

TEACHER RESOURCEPERSON BACKGROUND ON TRUE FALSE QUESTIONS

Who are victims of crime in America? Do they make up a very small part of our population? Who is the typical victim? Male or female? Here are the answers and additional information for class discussion on victims. Discussion should help students begin to understand the nature of crime victimizations in the United States. Local victim assistance organizations or the police department should provide additional information.

1. **Most Americans will never be victimized by crime.** True or False?

Studies show that sooner or later almost everyone will be touched by crime. In 1985, one in four households was touched by a crime of violence or theft. Each year over 35 million Americans are victimized at home, at school, or on the streets.

2. **Individuals aged 65 and older are most often hit by crime**. True or False?

Believe it or not, older people are victims of crime less often than teens. For all major types of crime, people aged 12-19 are the most frequent victims, and those 65 and over, the least. Yet the fear of crime is the reverse. Although they are the least frequent victims, senior citizens are much more afraid of crime than those in other agegroups.

3. **Women are most likely to be victimized than men.** True or False?

Males are twice as likely as females to be victims of crime. Male teenagers are much more likely to be victims than are female teens. Nearly half of the violent crimes against teens are committed by people they know.

4. **The rich are more likely to be victims of a crime than the poor**. True or False?

Once again the answer is false. The poor, along with the unemployed and the separated or divorced, are more likely to be crime victims. Small businesses are more likely to be victimized than big businesses. Burglary, robbery, shoplifting, and internal theft add to costs and eat away profits.

5. **Members of minority groups are more likely to be victimized by crime**. True or False?

This statement is true. Studies show that blacks, Hispanics, and other minorities are more likely to be victimized than whites. Whatever their ethnicity, people are more likely to be victimized by persons of the same ethnic group.

6. **Once people become victims, not much can be done to help them**. True or False?

This is false. Many communities have established victim assistance programs. These programs include rape crisis centers and other counseling programs, drug hotlines, and assistance for victims who go to court.

CLASS DISCUSSION QUESTIONS

1. Which of the preceding answers surprised you the most? Why?
2. What feelings do victims of crime have? Are the feelings different depending on the type of crime? If so, how?
3. Why do you think the elderly are fearful of crime? Is this fear justified?
4. Why do you think the poor and minorities are most likely to be victims of crime?

For further information on any of the programs or materials mentioned in this article, please feel free to contact:

N.I.C.E.L.
25 E Street, N.W. Suite 400
Washington, D.C. 20001
(202) 662-9620.

THE CENTER FOR CIVIC EDUCATION

JOHN HALE

The Center for Civic Education is engaged in the development of Civic Education programs for schools at the elementary and secondary levels. The principle goals of these programs are to help students develop: 1) an increased understanding of the institutions, principles, and values of American constitutional democracy; 2) the skills necessary to participate as effective and responsible citizens; and 3) a willingness to use democratic procedures for making decisions and managing conflict.

The origin of the Center for Civic Education can be traced to the Committee on Civic Education, established in 1965 at the University of California, Los Angeles. The Committee administered the Law in a Free Society (LFS) Project, initiated in 1969, as a public service activity of the State Bar of California. In 1981 the State Bar established the Center for Civic Education to administer the LFS project and other national programs in civic education.

LAW IN A FREE SOCIETY

The Law in a Free Society curriculum was developed in cooperation with educators at the elementary, secondary, and university levels, as well as, with members of the legal profession. It is a comprehensive civic education curriculum based upon concepts fundamental to an understanding of American constitutional democracy, such as: authority, privacy, justice, and responsibility. It provides sequential instructional programs on each of these concepts from kindergarten through the twelfth grade, introducing the concepts at an earlier age and re-examining them through ever more sophisticated activities over time.

The LFS curriculum relates the real experiences of young people to recurring problems in social and political life, and it helps students develop the knowledge and analytical skills required to deal effectively and responsibly with legal and political issues. Through such activities as simulations of town meetings, legislative and administrative hearings, and trial and appellate courts, students learn participatory skills which assist in the cultivation of a reasoned commitment to democratic principles, processes, and values. In an effort to reach as many of the nation's school children as possible, an LFS curriculum has been developed in Spanish for classes at the K-3 level.

THE NATIONAL BICENTENNIAL COMPETITION

One of the most heralded efforts to emerge in civic education is a new program stimulated by the admonition of former Chief Justice Warren Burger to let the Bicentennial of the U.S Constitution be a "history and civics lesson" for us all. The National Bicentennial Competition on the Constitution and Bill of Rights is a six-week curriculum — in a text and teacher's guide entitled WE THE PEOPLE ...., on the principles of our constitutional democracy and the history of the development of the Constitution. This congressionally funded program, combining the curriculum and an optional academic competition, is directed by the Center for Civic Education and co-sponsored by the Commission on the Bicentennial of the U.S. Constitution.

The 31 lessons in **WE THE PEOPLE** ... are appropriate for a wide range of achievement levels, with an emphasis on active student participation and small group work. To some extent, The National Bicentennial Competition title is a misnomer, since the curriculum is designed to be used either competitively or non-competitively. Even the competition is unusual; classes compete as a whole in "simulated congressional hearings," requiring students to cooperate with their classmates. To qualify for the competition each member of the class must score at least 70% on a written examination. Any students who do not score at least 70% may re-take the test until they pass — honoring persistence as well as intellect.

In the hearings, each class is divided into six groups, with each group responsible for answering questions on one of the six topics covered in the curriculum: American political philosophy, constitutional history and experience prior to 1787, the issues and debates of the Constitutional Convention, the establishment of the U.S. government, the fundamental rights under the Constitution and Bill of Rights, and the role of the citizen in our constitutional democracy.

In its inaugural year of 1987-88, an estimated 500,000 high school students studied all or part of the curriculum. An evaluation performed by the Educational Testing Service found "large, highly significant differences in favor of participating classes" across all six units of the curriculum. Materials for elementary and middle school levels will be available in the autumn of1988, giving the program the capacity to reach every public and private elementary school in the country.

This ambitious endeavor rests largely on the shoulders of volunteers; the vast majority of the coordinators in each state and congressional district are donating their time to the effort. They have been assisted in the program's administration by 80 U.S. Senators and 388 Representatives and their staffs.

If you would like to have further information on the Center's programs, you should write to:

Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302

CONSTITUTIONAL RIGHTS FOUNDATION

TODD CLARK

The Constitutional Rights Foundation is one of the premier civic education program organizations in America. With a budget of over $2.5 million and a staff of nearly 50 people, CRF has become one of the major publishers of supplemental materials in law-related and citizenship education.

Law in the Social Studies

Nationally, CRF is working with 40 states, helping to infuse law-related education into existing social studies courses. As a part of that task, the "Law in the Social Studies" materials have been developed for infusion in the World History, U.S. History and Government curriculum. Special publications - American Album and To Promote the General Welfare were prepared to help young people to understand the development of our constitutional system and the role that various individuals and institutions played in that process. These materials expand upon well-known but under-emphasized areas of American History, and provide substantive materials and interactive classroom activities that are perfect ways to involve today's students in the past.

Youth Community Service

With the financial assistance of the Ford Foundation, CRF has developed an extensive Youth Community Service program. An implementation handbook and skill-builders have been developed for use in that project. In addition, other curriculum materials are being developed on state and local governments that focus on the major issues of drugs and crime in American society.

Mock Trial

The Los Angeles County and California State Mock Trial Competitions involve over 5,000 students throughout the state, and hundreds of volunteer judges and attorneys. These cases are available for use by teachers throughout the nation and can be ordered from the Foundation.

Criminal Justice Materials

CRF's continuing best seller, Criminal Justice in America, is a perfect book to use to supplement other curriculum materials either in government or law education classes. It provides a carefully developed sequence of readings on the criminal case and includes an exciting mock trial. The book goes inside the correction system and explores the procedures and philosophy of the juvenile justice system. The text concludes with a valuable section for teachers interested in policy analysis, which deals with the development of strategies intended to effectively deal with the problem of crime on a free society.

For many years, CRF's simulation activities have been extensively used by law-related educators throughout the nation. Police Patrol provides students with an opportunity to deal with the age-old problem of applying authority in a fair-minded way by police in our society. It is an ideal simulation to use in programs where police officers participate in the classroom as resources, and is extensively used by police throughout the United States. Another widely accepted simulation designed to help develop a student's critical thinking, and to teach about the jury selection process is the simulation, We the Jury.

Business Ethics

A series of materials have been designed to raise important economic, ethical, and legal issues connected with business activity in the United States. A matrix which illustrates the economic concepts dealt with by the various lessons is available for use with students grades 10-12.

International Studies

CRF has developed a series of publications on international topics that include: International Law in a Global Age, South Africa: Time Running Out and other special publications on international trade and international law.

Sports and the Law

Three years ago, the Foundation began a "Sports and the Law" program in Los Angeles, which has developed the Sports and the Law newsletter. It contains lessons on sports that can be infused within history or government courses.

The Constitution

In 1987, as a part of the Foundation's bicentennial activities, a special 64-page text which highlights essential documents that led to and derived from the creation of the Constitution entitled Letters of Liberty was published.

Distributed free of charge to social studies educators throughout the United States, another publication from CRF is the Bill of Rights in Action, which provides classroom materials which are challenging and engaging to students on a wide range of topics basic to our constitutional government. During the 1988-89 school year, the Bill of Rights in Action will concentrate on the First Amendment, with issues on freedom of religion, freedom of assembly, freedom of the press, and freedom of speech. Teachers wishing to be added to the mailing list for the Bill of Rights in Action should write to:

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005

LAW-RELATED EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS

CAROLYN PEREIRA

Law-related education (LRE) in elementary and secondary schools has grown remarkably since the1970's. A nationwide curriculum survey (Hahn,1985) reveals that, since1975, LRE has been added to the curriculum in more than half of the forty-six states involved in the study. Respondents in Hahn's study (state-level curriculum specialists and supervisors) mentioned LRE more than any other curriculum theme as new to the social studies program since 1975. They also ranked LRE fourth as a priority in social studies education; it ranked eleventh in 1975.

It appears that teaching and learning about law in elementary and secondary schools is an important trend in social studies education. This article treats (1) the meaning of law-related education, (2) reasons for including LRE in the curriculum, (3) ways to include LRE in the curriculum, and (4) characteristics of effective LRE programs in elementary and secondary schools.

WHAT IS LAW-RELATED EDUCATION?

Education for citizenship in a constitutional democracy, not specialized legal education, is the main point of LRE in elementary and secondary schools. Given the fundamental place of law in our American society, every citizen needs to know how the legal and political systems function, how the law affects them, and how they can affect it.

In 1978, major leaders in LRE described their field for a federal government report. They defined LRE as " those organized learning experiences that provide students and educators with opportunities to develop the knowledge and understanding, skills, attitudes and appreciations necessary to respond effectively to the law and legal issues in our complex and changing society" (Study Group on Law-Related Education,1978). In line with this definition, central ideas of LRE programs pertain to why certain legal procedures have been established and how they work in resolving disputes.

WHY SHOULD LRE BE INCLUDED IN THE SOCIAL STUDIES CURRICULUM?

There are primarily four reasons for including LRE in the social studies curriculum. They are: (1) development of knowledge , skills and attitudes needed for citizenship; (2) prevention of delinquency; (3) growth of student interest in the social studies; and (4) provision of breadth and depth to education in the social studies.

DEVELOPMENT OF CITIZENSHIP

Law-related education provides young people with knowledge, skills, and attitudes necessary for informed and responsible participation in our American constitutional democracy. LRE clearly and indisputably increases students' knowledge of the justice system, government, and the right and responsibilities of citizenship in a constitutional democracy. There is also evidence that LRE contributes to development of skills in civic participation, decision-making, and critical thinking. Finally, positive attitudes about the law, the justice system, and responsible citizenship may be enhanced through LRE programs. (Hunter, 1987).

PREVENTION OF DELINQUENCY

A study conducted by the Social Science Education Consortium and the Center for Action Research indicates that LRE programs, when properly conducted, can reduce tendencies toward delinquent behavior and improve a range of attitudes related to responsible citizenship (Little and Haley,1982). For example, successful students of LRE programs are less likely to associate with delinquent peers, use violence as means of resolving conflict, and refrain from reporting criminal behavior to authorities.

GROWTH OF STUDENT INTEREST IN THE SOCIAL STUDIES

Content of LRE programs is directly related to the loves of students. The variety of interactive methods of instruction (e.g., small group work, mock trials, simulations, case studies) seem to involve students positively in the learning process. Thus, law-related educators tend to report that students seem to "value LRE classes as relevant, useful, and interesting; that the classroom interaction is rewarding—offering students who had difficulties mastering the subject matter of other courses opportunities to participate successfully" (Hunter, 1987). Heightened interest and positive attitudes of students in LRE is a necessary component of a sound social studies curriculum.

PROVISION OF BREADTH AND DEPTH TO EDUCATION IN THE SOCIAL STUDIES.

Law-related concepts and facts are necessary to the understanding of history, government, and economics — subjects that are integral to education in the social studies in elementary and secondary schools. Sources of law, functions of law, legal processes, legal roles, and legal principles (e.g., justice, equality, authority, freedom, order, etc.) are essential elements of the social studies curriculum. Thus, LRE is a necessary component of a sound social studies curriculum.

HOW DOES LRE FIT INTO THE CURRICULUM?

There are three obvious approaches to inclusion of LRE in the curriculum (Naylor 1984)

1. **Use of special events about the law**. Special events, such as Law Day, annually provides opportunities to draw attention to LRE and to provide special programs. Teachers may invite lawyers to participate in classroom or school wide activities. Other events include mock trial competitions, field trips to courtrooms, and essay contests.

2. **The special unit or course on LRE**. A separate unit or course on LRE is often included in the secondary school curriculum. Separate units typically appear in government and civics courses. Law and citizenship courses are also offered as electives in many schools. In some schools, there is a required LRE course. Separate units on law are often found at various levels in the school studies curriculum of elementary schools.

3. **Infusing LRE**. The infusion of LRE into standard courses in the social studies is common. Courses in American history, world history, and government are the most likely subjects for infusion of significant content about the law. Over the short term, it appears that a semester course on LRE makes a positive difference in knowledge, skills, and attitudes. However, some law-related educators believe that the preferred approach is systematic infusion; they contend that a carefully integrated strand of LRE throughout the elementary and secondary curriculum will yield the best results in terms of quantity and quality of instruction.

WHAT ARE THE CHARACTERISTICS OF EFFECTIVE LRE PROGRAMS?

Effective LRE programs are distinguished by at least five characteristics.

1. **Extensive Interaction Among Students**. Teaching strategies that foster interactive and cooperative learning among students are keys to the development of civic participation skills and positive attitudes about LRE and responsible citizenship (Salvin, 1980). Examples of these teaching strategies are small group work, simulations, role-play activities, and mock trials.

2. **Realistic Content that Includes Balanced Treatment of Issues**. Realistic and fair treatment of issues is an essential component of effective law-related education. So is critical thinking about all sides to controversies. If our legal system is presented as flawless or infallible, students will doubt the credibility of the teacher and the practicality of the content. By contrast, if only cases in which the system has failed are presented, students will be less likely to view the law as positive tool for maintaining social order and justice. A balance should be sought between respect for the law and constructive criticism about its application in specific cases. There should also be a balanced treatment of all sides to issues in legal cases.

3. **Use of Outside Resource Persons in the Classroom**. Interaction with a variety of adult role models who work within our legal system adds credibility and reality to the curriculum and is a powerful influence on development of positive student attitudes toward the law. Appropriate use of resource persons in the classroom (e.g., lawyers, judges, police officers, legislators, etc.) is strongly associated with increased student interest in LRE, positive responses to teachers and the school, and shifts from delinquent to non-delinquent peer associations . Of course, these adults role models should exhibit behaviors sought in students and be prepared in advanced to make contributions to the course that are consistent with the objectives of LRE.

4. **Strong Support For LRE By The Principal and Other Important School Administrators**. A key to successful implementation of LRE in schools is strong support by adminstrators, especially the school principal. Supportive administrators can aid LRE by orgnizing opportunities for peer support, rewarding teachers for outstanding work, helping teachers explain and justify the LRE program to people in the community outside the school, and providing opportunities for staff development in knowledge and skills needed to carry out LRE programs. It is difficult or impossible to establish a worthtwhile LRE program in the face of indifference or opposition by important school administrators.

5. **Systematic Staff Development in LRE**. The effectiveness of LRE programs depends upon the knowledge and skill of teachers. In addition, positive attitudes about LRE on the part of teachers and their colleagues are very important to successful implementation of LRE in a school. Development of necessary knowledge, skills, and attitudes among teachers can be achieved through systematic and extensive staff development activities. Successful staff development programs provide the following benefits to teachers:

* An understanding of and commitment to the rationale and goals, and objectives of LRE.

* Experiences in working with high-quality lessons so that they understand how and why they work.

* Practice in evaluating and modifying materials to gain skill in selecting and adapting content and methods to fit local educational objectives.

* Practice in teaching strategies associated with successful LRE programs.

* Opportunities for constructive "feedback" about performances in teacher training sessions.

In conclusion, successful LRE programs involve students actively in the learning process in ways that reflect a high regard for each person. Reflection, deliberation, and discourse are valued and practiced systematically. And the development of knowledge and character are pursued in concert, as equally important elements of responsible citizenship in our constitutional democracy.

References and ERIC Resources

Following is a list of resources including references used to prepare this article. Those items followed by an ED number are in the ERIC system and are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, write EDRS, 1900 Wheeler Avenue, Alexandria, Virginia 22304 or call 1-800-227-3742. Entries followed by an EJ number are annotated monthly in CIJE (Current Index to Journals in Education) which is available in most libraries. EJ documents are not available through EDRS; however they can be located in the journal section of most libraries using the bibliographic information provided below.

Gallagher, Arlene F. "How Law-Related Education Fits Into the Curriculum." THE INTERNATIONAL JOURNAL OF SOCIAL EDUCATION 2 (Autumn 1987):37-44. EJ number will be assigned.

Hahn, Carole L. "The Status of the Social Studies in Public Schools of the United States: Another Look." SOCIAL EDUCATION 49 (March 1985): 220-223. EJ 315 999

Hunter, Robert M. "Law-Related Educational Practice and Delinquency Theory." THE INTERNATIONAL JOURNAL OF SOCIAL EDUCATION 2 (Autumn 1987): 52-64. EJ number will be assigned.

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Slavin, Robert E. "Cooperative Learning." REVIEW OF EDUCATIONAL RESEARCH 50 (1980): 315-342. EJ 229 101

Study Group on Law-Related Education. FINAL REPORT OF THE U.S. OFFICE OF EDUCATION STUDY GROUP ON LAW-RELATED EDUCATION. Washington, D.C.: U.S. Government Printing Office, 1978, ED 175 737

The Law, Youth and Citizenship Program

ERIC MONDSCHEIN

The Law, Youth, and Citizenship (LYC) Program, established in 1974, by the New York State Bar Association and the New York State Education Department, promotes law-related education in public and private schools throughout New York State. The goal of the LYC Program is to encourage instruction in citizenship education from kindergarten to the twelfth grade in order to enhance student's understanding of the law and to further their appreciation for our constitutional form of government. LYC has sought to educate students about the law through hands-on experiences. The activities of the LYC involve students, teachers and attorneys working together. This gives students the opportunity to see that the law plays an integral role in their lives.

Since 1974, thousands of elementary and secondary school teachers have been trained in the substance and strategies of presenting law-related subjects to students. LYC has sponsored conferences, seminars and summer workshops. Sessions involve substantive law presentations, analysis of various teaching strategies, field experiences, and examination of materials.

LAW IN THE CLASSROOM

In 1976, LYC established its Lawyer in the Classroom Program in an effort to provide (at no cost) a primary source of information about the law to students and teachers. Under the program, volunteer attorneys meet with classes to discuss a variety of legal topics. Direct contact with lawyers offers students a substantive knowledge of the law, and enables them to regard attorneys as professionals, able and willing to help.

The teacher and the Lawyer in the Classroom coordinator select the topic of discussion beforehand. The ages, interests, and skill level of the students are considered when choosing a subject. A session is arranged during which an attorney speaks to the students and allows them ample time to ask any questions they may have.

STATE WIDE CONFERENCES

LYC sponsors an annual state-wide conference on law-related education. These conferences are introductory sessions for those who wish to begin in law-related education programs in their school districts, and more advanced sessions for attorneys and teachers already involved in law-related education.

Conference themes have included : "The Law and History," "Vital Issues Through Law-Related Education ," and "The School-The Bar-The Community: A Legal Affair." Each year, several hundred attorneys, criminal justice agency personnel, secondary and elementary school teachers and administrators, and university educators attend these three-day conferences.

Special leadership workshops also have been sponsored by LYC, at which participants discuss program development and funding prospects.

MOCK TRIAL TOURNAMENTS

High School students now have the opportunity to gain first-hand knowledge of courtroom procedures though an annual mock trial tournament, sponsored by LYC. Thousands of high schools from across the state are involved in this tournament. County tournaments are held first with winners advancing to regional contests. The regional winners compete in the state-wide final tournament held in Albany, and presided over by judges of the state's highest court.

LYC plays a key role in organizing and implementing the tournaments. On the local level, the program works with the county bar association or law-related education project, which is directly responsible for coordinating the actual tournament. LYC provides tournament materials, consisting of a statement of facts for the designated case; witness statements; rules of evidence; summaries of relevant cases; instructions on how the mock trial proceeding are to be conducted, and certificates of participation for each student.

Goals established for the tournament are as follows:

* To further understanding of the law, court procedures, and the legal system.

* To improve proficiency in basic skills, such as listening, speaking, reading and reasoning.

* To promote better communication and cooperation between the school community – teachers and students — and the legal profession.

* To heighten appreciation for academic studies and stimulate interest in law-related careers.

LOCAL FUNDING

The establishment of a regional funding program for law-related education activities was a major innovation of the Law, Youth and Citizenship program. Since its inception in 1976, more than $300,000 has been awarded to educators and others throughout the state for such uses as: teacher-training workshops on law studies; awareness conferences; mock-trial tournaments; student court programs; curriculum development; videotape projects; and law studies associations.

The LYC Bloc Grant funding program is designed to (1) promote the development or law-related education in areas throughout the state which have received little or no assistance; and (2) further the expansion of established law studies programs. New York teachers, administrators and university educators, as well as other individuals interested in the education of young people, are invited to apply for this funding.

PUBLICATIONS

LYC has developed major sets of curriculum materials to assist students and teachers to meet the goal and objectives of the New York State curriculum. These include:

* An Empire of Reason: Teacher's Guide
This book consists of teaching strategies and activities on New York State's ratification of the United States Constitution. It is designed to assist teachers who use the New York Bar Foundation's film, An Empire of Reason.

* An Empire of Reason: Special Education Law Studies
This issue of Law Studies is designed to supplement the film and teacher's guide on the Empire of Reason. It provides a guide to the *Federalist Papers* and the study of Federalism in secondary school American history and government textbooks as well as instructional notes.

* Foundations of Freedom: Liberty, Justice and Equality (1989)
This book consists of articles and teaching strategies and activities for high schools on the concepts of liberty, justice and equality. The articles focus on the philosophical and historical aspects of the concept as well as providing the reader with case law regarding each concept.

* Citizenship Education K-12 (1989)
This book includes a discussion of the concept of citizenship and the importance of participation. The book includes teaching strategies and activities for the elementary, middle and high school levels of education.

* More Than Mere Parchment Preserved Under Glass - The United States Constitution Cases and Materials (1986)
This book consists of 10 Supreme Court Decisions, (5 Pre-Civil War and 5 Post-Civil War). It includes a glossary, a copy of the United States Constitution, and a trivia section on law and history. $ 6.00

* A Bibliography of Materials on the United States Constitution and the Bill of Rights
This bibliography is provided as a resource for students, teachers, civic organizations, bar associations, foundations and others interested in studying about the United States Constitution and the Bill of Rights.

* A Legal Research and Writing Model (1986)
A resource stressing the important educational goals of logical thinking, sound research and incisive writing style using law-related education materials.

* How to Find the Law: Legal Research for Non-Lawyers (1985)
Provides individuals who are not technically trained in the law with sufficient knowledge to use the resources of a law library.

* How to Write a Case Brief
Pamphlet.

* Law Everyone Should Know (1986)
An authoritative citizen's guide to laws of New York State governing personal and family affairs. $ 8.95

* Law Studies
A law-related education periodical published twice a year on current topics of interest to educators and attorneys.

* Shaping American Democracy: U.S. Supreme Court Decisions (1985)
Case briefs of over fifty (50) significant Supreme Court decisions which are sometimes cited but rarely explained or analyzed in secondary U.S. history textbooks. Includes an analysis of 28 commonly used textbooks detailing what cases are cited in each, strategies and activities, a glossary of legal terms and the Constitution. $8.95. (A new edition including over 80 cases will be available in the Fall of 1989).

* The Courts of New York (1986)
A guide to the state's court system, with a glossary of legal terms. $3.00.

* The Judge
A brochure on the role of the judge for the elementary and secondary school classroom. It includes teaching strategies and activities, as well as, suggestions on how to contact the judge as a resource person.

* Youth, Drugs, and the Law (1986)
A booklet providing information on the legal ramifications of the use of drugs.

All the programs of LYC have helped form a bond between the legal profession and the educational community. In New York State, the New York State Bar Association remains committed to the concept of law-related education for young people. As a result, it will continue to seek additional avenues for cooperation between legal and educational communities as well as look for new ways of improving its established programs.

A LOOK AT LAW STUDIES IN THE NORTHPORT SCHOOL DISTRICT

THOMAS O'DONNELL

In the past twenty years, Law Studies in the Northport school community has grown tremendously. The district's staff, administrators, and students have developed a truly comprehensive K-12 civic and law-related educational program which has come to be known by its acronym, Project P.A.T.C.H. (Participatory Awareness Through Community Help). This fully institutionalized and validated project provides direct civic and LRE instruction to all 6,000 students in this nationally recognized suburban Long Island school district.

Every summer for the past twelve years, P.A.T.C.H., working in partnership with the New York State Educational Department and the New York State Bar Association's Law, Youth and Citizenship Program, has provided a free thirty-hour civic and law-related educational teacher training institute. P.A.T.C.H. staff and teachers provide the institute's participants with an on-site view of their locally developed, action-learned, law-related educational program, which features the following:

* A 40-week Forensic Science course of study and lab activities.
* A 40-week American History Through Constitutional Law course of study.
* A 40-week introduction to law, economics, and government course of study entitled, L.E.G.A.L. (Law, Economics, & Government in American Life).
* A 40-week global course of study entitled, It's A Legal World.
* A 40-week Criminal Justice and participation in government course of study.
* A 40-week leadership training course of study entitled, L.E.A.D. (Law, Education, Articulation, and Democracy).
* And a K-8 civic and LRE action-learned and peer and teacher-taught curriculum that enhances the elementary and middle school social studies requirements.

The P.A.T.C.H. project also features training in peer meditation and conflict management. Since 1975 project P.A.T.C.H. has had a student in-house court which provides young people fundamental due process and a realistic forum to adjudicate legal issues which from time to time arise. Unique to the program is its educational ombudsperson whose function is to safeguard student's procedural due process rights. The program also features a legal writing model and a constitutional data base, as well as three classrooms that have been converted into courtrooms.

STUDENT OMBUDSPERSON AND IN-HOUSE STUDENT COURT at Northport High School

The courts, in recent years, have made it clear that students do have legal rights. "School officials do not possess absolute authority over their students. Students in school as well as out of school are

'persons' under our Constitution. They are possessed of fundamental rights which the state must respect." Tinker v. Des Moines School District, 393 U.S. 503 (1969). One of these rights involves "procedural due process;" and implicit in the concept of "due process" is fair treatment. Goss v. Lopez, 419 U.S. 565 (1975).

Our experience indicates that there are fewer school disciplinary problems and less disrespect for authority when students believe that their conduct in school is regulated by reasonable, clearly stated, and equitably enforced rules. More positive student attitudes result as well when they perceive that there exists an established procedure to seek remedies for genuine grievances. Moreover, if one purpose of disciplining the errant student is to enable him to learn and change-by examining his attitudes and actions — it is likely that the school should be prepared to respond to individual cases with a variety of appropriate measures.

In September 1976, the position of "student Ombudsperson" was created in Northport High School as part of Project P.A.T.C.T. In brief, the Ombudsperson was assigned the task of resolving student grievances, safeguarding the "due process" rights of students, and — by means of referrals to Student in-House Court — providing the school with an alternative to suspension.

In eight years, the Ombudsperson has dealt with hundreds of student problems. Although, in a sense, each case has been unique, they may be said to fall under the following general categories: 1) controversies between students; 2) questions related to students rights; 3) grievances concerning discipline; and 4) complaints about school rules.

In a high proportion of the cases involving a valid grievance, the Ombudsperson has been able to effect a resolution which proved satisfactory to students as well as teachers and/or administrators.

A current staff member can serve as Ombudsperson full or part-time. At Northport, the Ombudsperson teaches two Social Studies classes and devotes the rest of his time to conflict resolution. The Ombudsperson is not a lawyer, guidance counselor, psychologist, or administrator, though he may serve as a student advocate, offer advice and information, and consider the student's personal problems. The Ombudsperson may seek expert advice of help the student obtain specialized school or community assistance.

Here, in an alternative to suspension, the Ombudsperson refers disciplinary cases in disputes to the student In-House Court, when it is agreed by administrator, parent, and student that the judicial process is an appropriate avenue for resolving a specific problem and for contributing to the education of the student. The In-House Court operates under the same "adversary" guidelines as a court of the public judicial system. The process involves arraignment, preliminary hearing, jury selection, trial, and sentencing. Jurors are chosen from school voter registration lists; student lawyers and judges are members of law classes who have qualified by passing a rigorous bar exam. Sentences recommended by the student judge are designed to be rehabilitative, usually requiring some form of "payback." The Ombudsperson follows up the sentences to assure that they have been carried out. An appeals court has been established.

The project may be visited by anyone during the school year. It provides a wide variety of exciting and interesting ways to explore civic and law-related education. Anyone interested in knowing more about the P.A.T.C.H. project should contact its director, Thomas J. O'Donnell, at (516) 261-9000, extension 284.

URBAN REPORT
LAW-RELATED EDUCATION IN NEW YORK CITY

HARRIET BUNIN

Law-related education is alive and well and thriving in New York City. From local elementary schools to law school outreach programs, there is rooted a deep and abiding commitment to inform a diverse student body about the impact law has had and will have on their lives.

Faced with the growing societal problems of violent and white collar crime and skyrocketing drug abuse, teachers find that law-related education is an increasingly powerful educational tool. Whether it is used as a vehicle for exploring social problems, a structure for understanding and analyzing the law as a code of national values or simply as a means of teaching history, LRE serves the real needs of New York City students. And the experiential, hands-on activities that are so much a part of LRE have great appeal to students of all abilities from a remarkable range of cultural backgrounds.

New York City teachers use LRE materials, lessons and activities from a wide variety of sources. Concepts such as justice, authority and privacy are taught from a variety of materials. Constitutional Rights Foundation activities in role-playing and youth service projects, the Street Law and Teens, Crime and the Community texts developed by the National Institution for Citizen Education in the law, the publications of the American Bar Association's Special Committee on Youth Education for Citizenship, the Center for Civic Education's Constitutional program — these are only part of the resources currently being used by teachers in New York City. Self-made materials tailored to their classes, borrowings from Northport's Project P.A.T.C.H., the publications of New York State's Law, Youth and Citizenship program and the Open Doors "Lawyer in the classroom" services and their curriculum guides Youth and the Law and The Criminal Justice System enrich LRE teaching across all grade levels. Several community school districts have written extensive curricula for their intermediate and junior high schools. Other districts have supported teacher training through Syracuse University's Project LEGAL in order to infuse LRE into the state curriculum at the fifth and eighth grades.

Some samplings from the districts include:

- Teacher Pat Herbert of Glendale's PS 91 Q has developed a program using two law students form the C.U.N.Y.'s School of Law, who work weekly with fourth and fifth grade classes. The program has introduced students to the U.S. Constitution and the three branches of government. Students are currently learning about the judicial system through visits to the Police Academy, the law school, and criminal and civil courts. Guest speakers at the school included a police officer, a detective, a court officer, a law professor, and a judge. A mock trial is planned for the spring.

- Taught by Bernadette O'Keefe, students at JHS 22 on Manhattan's Lower East Side have researched Shays Rebellion and have written and produced their own mock trial of Daniel Shays.

- JHS 166, in Brooklyn's East New York, got its own courtroom last year. Through the efforts of teacher Evelyn Richman (now serving as District 29's Social Studies Coordinator) who obtained funds and inspired the project, school shop teachers built the courtroom for use of students in the law mini-courses.

Academic, vocational and alternative high schools are served by a rich mixture of classroom and extracurricular activities and programs. The Police Liaison Program, which uses police officers and Social Studies teachers to team-teach a popular course in criminology, also allows students to revise their perceptions about the role of police officers.

The Mock Trial Tournament, now in its eleventh year in New York City, provides public, private and parochial school students with a unique opportunity to practice their communication, adversarial and reasoning skills in courtroom settings with case materials provided by the State Bar in a state-wide program.

As part of a rapidly expanding national initiative, and supported by resources provided by the National Crime Prevention Council, the Teens, Crime and the Community program helps teenagers avoid their high rate of crime victimization and enlists them to run crime prevention or victim assistance programs in their schools or communities.

Another national program in the New York City high schools is the National Bicentennial Competition on the Constitution and Bill of Rights. This year, instructional units of the competition are being expanded to middle schools and elementary schools. The Board of Education's annual Mock Election program had over 400,000 students at all grade levels, cast their votes for president in1988.

A ten-year-old program involving representatives from public high schools city-wide is the Model City Council. Designed to enhance student interest in politics and local government, the Model City Council is a simulation exercise based on New York City's legislative branch, the City Council. The game's focus is on two legislative issues before the Council, the committee hearings on the two proposed bills, and in understanding the various influences at work on local legislators. Students learn how municipal government really works and gain appreciation for effective government that is responsive to people's needs.

Two special programs providing LRE for New York City students were developed by individuals outside the school system. Legal Outreach, run by attorney James O'Neal, works with Columbia Law School students to bring LRE to junior high schools in Manhattan's School District 5. The curriculum, focuses on family law, landlord-tenant law, and the criminal justice system. It is designed to teach students about their rights and to foster resolution of community social problems through the legal system.

The MENTOR law program, now in its sixth year, pairs high school classes with large law firms or legal departments of corporations and public agencies to further student understanding of the courts and our legal system, the role of lawyers and career opportunities in the field of law. The MENTOR program also runs an annual Moot Court for participating schools. MENTOR founder Thomas Evans, a partner at Mudge Rose, Guthrie, Alexander, and Ferdon and current head of the Federal Bar Council, has spread the word of MENTOR's impact on New York City students. Now established nationwide at fourteen other sites, MENTOR has also expanded to the fields of advertising, engineering, teaching, and architecture.

New this year is Martin Luther King, Jr. High School's Center for Law and Justice. The Center was established by a mayoral task force chaired by Police Commissioner Benjamin Ward and MENTOR law program founder Thomas Evans. Teacher Deborah Lesser is the coordinator of the new program, which admitted its first 250 ninth-graders this Fall.

Nowhere are law-related programs more extensive than in those high schools designated as "law cluster" schools. Over twenty high schools, in all boroughs, offer students enrolled in approved law programs a generous selection of law electives and/or LRE-infused Social Studies required courses. Many of the law programs have been in existence for over ten years.

Examples of high school "law cluster" programs include Jamaica High School, coordinated by Robert Maslow and Stuart Zimmer, Franklin K.Lane's program, led by Rozella Kirchgaessner and Arthur Buchman, and Springfield Gardens High School under the direction of William Burke and Howard Brodbar. These law programs offer students such courses as: Introduction to Law; Law and Literature; Criminal Law; Civil Law; Legal Internship; Trial Techniques; Forensic Science; and law-focused Participation in Government. Other law clusters feature a program in paralegal studies.

None of the programs in law that use outside resources would be possible without constant care and support from the bar, the Federal and State court systems, municipal agencies, elected officials and all parts of the legal community. We in New York City are indeed lucky to have the city's rich legal resources available for our students' use. Particular thanks must go to the New York County Lawyers Association, the Metropolitan Black Bar Association and the Association of the Bar of the City of New York, who remain enthusiastic and willing partners in support of school-based law programs.

Through all the broad range of desired outcomes which law-related education attempts to provide, perhaps the most important is this: that in our pluralistic society, a commitment to reason and justice through the processes of law is the best way to solve conflicts in a changing and uncertain world.

A LOOK AT A LAW STUDIES PROGRAM IN A NEW YORK CITY HIGH SCHOOL

STUART ZIMMER and ROBERT MASLOW

We live in an age of increasing specialization. This trend effects and permeates all aspects of our society. Since schools are such an integral part of our society, it is natural that this trend should spread to our schools. This concept, known as specialized"magnet" programs, has attracted students , parents, and educators alike. At Jamaica High School, one of our special "magnet" programs is the Law Program.

Jamaica High School offers a comprehensive four-year law program to all of its students. Students can choose from a wide variety of courses and special programs to satisfy their curiosity about the law and legal careers. Students can elect to concentrate in the law by taking a sequence of law-related education courses. This allows students who have an interest in the law to receive many worthwhile experiences before embarking on a college experience or legal career.

THE JAMAICA HIGH SCHOOL LAW HOUSE

Jamaica High School is organized into educational areas of specialization, called "houses". Any incoming freshman or sophomore can choose to be a member of Jamaica's Law House. By selecting the Law House students choose to concentrate in studying the law throughout their high school career. As freshmen, students get their first introduction to computers in such computer-related fields as word processing and typing in a Legal Typing course.

LEGAL TYPING

Since computers play such an integral role in the business world and legal profession, an introduction to computers begins immediately in our Law Program. Incoming freshmen become familiar with typing, key-boarding, and word processing. Students learn to work with data based programs. Each student works at his/her own Apple computer. Classes are limited to 24 students.

As sophomores, students take a required global studies course — with the added attraction of using an Apple computer on a daily basis. The computer is used to enhance learning about global history.

GLOBAL STUDIES

Familiarity with working on the computer continues into the sophomore year. Again, students work in small class groups while continuing to learn how to operate the Apple computer. Legal concepts in modern Global History are stressed. Topics such as the League of Nations, World Court, and Nuremberg Trials are explored in depth.

As juniors, students take a state-mandated course in government. In addition, students continue their specialization in the law studies program by studying Civil and Criminal Law.

PARTICIPATION IN GOVERNMENT

This course explores the inner workings of all types of governments — local, state and national. The course prepares students for entry into the legal field and as citizens in a democracy. Students learn about the nature of government and the entire political process. The emphasis is on constititutional government along with an examination of each branch of the national government. Students participate in an analysis of government in order to build their decision-making skills.

CIVIL LAW

Students are presented with an overview of our legal system. They concentrate on consumer, family, housing, and negligence law. Law professors, lawyers, and numerous other guest speakers assist in helping to teach this course. Trips to local courts are a feature of the course. Students participate in many activities in our courtroom including mock trials, moot court arguments, and small claims cases. A third-year law student from St. John's University Law School assists in teaching the course, offering students the latest in legal scholarship. Additionally, the law student serves as a resource expert for student inquiries about college, law school, and other information.

CRIMINAL LAW

Students in this course learn about criminal law and the criminal justice system. Topics include crimes against people, crimes against property, drug and alcohol offences, criminal procedures, juvenile justice, and criminal punishment. Students participate in mock trials and certiorari arguments in our "classroom-as-a-courtroom." A New York City police officer serves as a resource person in the classroom on a daily basis.

As seniors, students are then eligible to take several elective courses dealing with the law. Many of these courses are also available to our students in their junior year.

SOCIOLOGY AND THE LAW

This sociology courses explores various important legal issues through an examination of such film classics as "The Caine Mutiny Court Martial," "Inherit The Wind," "Breaker Morant," "Twelve Angry Men," among others. The course focuses on analyzing the sociological and psychological dynamics of the legal system. This is accomplished by looking at the main protagonists of any legal drama — the lawyers, judges, defendants, witnesses and society.

LEGAL STENOGRPAHY

The legal profession places a heavy emphasis on accurate recording of exactly what is said. Using Pittman shorthand students learn how to write legal terms and terminology. They also explore a wide variety of career opportunities including court reporter, legal secretary, and paralegal.

BUSINESS LAW

This course presents an interesting study of the law from the viewpoint of the student as a consumer, buyer, or merchant. Students get an overview of laws that impact on the business community including the role of contracts, consumer credit, partnerships, and corporate law.

PROGRAMS WITH "HANDS-ON" EXPERIENCE

In addition, students may choose from a wide variety of "hand-on" legal experiences. These courses and activities include:

THE LAW TEAM

Each year Jamaica High School competes in the New York State Mock Trial competition. This has been an annual state wide contest since 1982. Jamaica High School holds the distinction of being the only public high school to win the New York City regional competition twice (1982 and 1986). In December of each school year, about 400 schools in New York State receive the same mock trial case. Student teams, consisting of three lawyers and three witnesses prepare for a March appearance in court. Each school argues the case twice — once as plaintiffs and once as defendants. The cases are argued in Federal Court in Manhattan and Brooklyn. A U.S. Attorney acts as the judge, with the top schools advancing to the final round of the competition.

POLICE INTERNSHIP PROGRAM

Students work at a New York City police facility— a local precinct, Central Booking, the Police Academy or Police Headquarters. Working ten to fifteen hours a week after school, students are paired with a police professional (police officer or detective) in order to learn about the inner workings of a modern police facility. Duties are very wide ranging: answering telephones, working a police computer, filing, typing, and other aspects of precinct related police work. In addition to receiving high school credit, students are paid for this learning experience.

LEGAL INTERNSHIP PROGRAM

What's it like to work in the legal field? Will you find it interesting? Exciting? Students at Jamaica High School get a first hand opportunity to find the answers to these and other career-related questions. Students work ten to fifteen hours per week after-school at a designated law-related facility. Students select a work site from a variety of interesting locations. Locations include the District Attorney's office, a judge's chambers, Criminal Court, Family Court, Victim Witness Services, political offices, as well as other sites. For this unique learning experience, students receive high school credit in addition to an hourly wage.

LEGAL RESEARCH (MENTOR)

The international law firm of White and Case have become "partners" of Jamaica High School in the MENTOR program. MENTOR is a nationally-acclaimed program pairing leading law firms and outstanding attorneys with high school students. Throughout the school year, lawyers and students work together in many activities at White and Case in Manhattan, at Jamaica High School, as well as in various courtrooms around the city. The students work with White and Case attorneys in preparing cases for moot court and mock trial competitions. A select group of 35 outstanding seniors culminate their legal experience at Jamaica by visiting White and Case, and state and federal courts.

ACTION PROGRAM

Jamaica High School feels that it is very important for students to learn the value of helping those in need. The Action Program was created to fill that need. The Action Program has been cited by Newsday and other publications for the work it has done in the community. As a part of Action, all students at Jamaica High School must fulfill a school and/or community service requirement to receive a diploma. Activities include membership on the Law Team, writing for the school newspaper, or doing volunteer work at a local hospital, church, senior citizen or day care center.

THE DEBATE TEAM

Students compete against other schools in county-wide and city-wide debates. Students learn how to prepare logical arguments to bring their point across more clearly.

THE LEADERSHIP CLASS

Students take an active role in student government and become involved in community projects. Students take the initiative to discuss community and school problems, offer solutions, and attempt actions to resolve those problems they have identified.

DISTRICT ATTORNEY'S ADVISORY COUNCIL

Three students are chosen from the junior and senior classes each year to represent Jamaica High School at the Queens County District Attorney's Advisory Council. Students meet with the Queens District Attorney to discuss many different topics relevant to local young people.

OTHER ASPECTS OF THE JAMAICA HIGH SCHOOL LAW PROGRAM

A. GUEST SPEAKERS. Jamaica High School is often visited by a host of people who are invited to speak to our students. Included among this group at any given time you will find New York City Police Officers, undercover officers, Transit Officers, detectives, judges, district attorneys, lawyers, court stenographers, family court officers and college professors.

B. TRIPS. All students at Jamaica High School often visit places of interest in and around New York City. These visits include Police Headquarters, the Police Academy, county, state, and Federal courts while trials are in progress. Included in these trips are visits to examine the entire criminal justice procedure — holding cells, booking procedures, finger-printing, and photographing of prisioners.

C. LAW MAGAZINE. Each year Jamaica High School students in the law program write and edit a scholarly law journal analzying the key legal issues of the day. This magazine, published as THE JAMAICA HIGH SCHOOL LAW JOURNAL, appears each Spring.

As you have just learned, high schools today can provide a great variety of choices to students in law-related education. We believe that by "spicing" up the high school curriculum, today's students enjoy an enriched learning experience. This has led to increased motivation by our students. In addition, we have found that introducing law-related education in the high school improves student attendance, promotes interest in higher education and legal careers, as well as, enhances academic abilities.

LAW-RELATED TRIPS

Marvin Underweiser and Michelle Davis

"The aim of knowledge is to divest the objective world of its strangeness, and to make us more at home in it."

-Hegel

If we are to take Hegel at his word, it would hold true that a classroom may be too confining an atmosphere in which to teach knowledge. Fortunately, there are many valuable resources outside the classroom that can be utilized.

The most productive means of educating students outside of the classroom, we have found, are trips to various institutions in our area that provide information about many different aspects of the law. Law firms, courthouses, and police academies are just a few examples of institutions that provide a rich learning experience and are only too happy to accommodate teachers and their students.

Listed below are the people and places we have found to be helpful in externally educating our law-related classes:

External Learning Resources

Place	Address	Phone Number	Special Interest
Manhattan D.A.	1 Hogan Plaza Manhattan	212-553-9400	videotape confessions and crime scenes; suspect identification
Police Academy	555W. 57st NYC	212-399-5151	Simulated police arrest; Historical police museum; karate exhibition
Queens D.A.	125-01 Queens Blvd. Kew Gardens, NY	718-520-5799	visit holding cells; booking process; fingerprinting
N.Y. State Supreme Court	60 Centre St. NYC	212-374-4780	arraignments; visit a trial
Police Headquarters	1 Police Plaza NYC	212-374-5000	911 emergency headquarters visited

Federal District Court	207 Foley Sq. NYC	212-791-0555	class invited into judges' chambers to discuss a case
Brooklyn Criminal Court	25 Schermahorn St. Brooklyn, NY	718-643-8400	grand jury deliberations visited
Queens College Law School	Main St., Flushing, NY	718-575-4424	guided tour of the public service law school; sit in on law classes; instruction on how to do legal research
St. John's University Law School	Utopia and Grand Central Parkways	718-990-6600	Law symposium; judges, legislators, public officials hold workshops

The institutions we have listed are all located in New York City. However, there can be found in every city or town agencies like these that may become long-standing partners in educating law-related classes. To "divest the objective world of its strangeness" should be one of the fundamental objectives of any Social Studies course. We hope that these suggestions help in the divesting.

A Bibliography of Materials on the United States Constitution and the Bill of Rights.

This bibliography is provided as a resource for students, teachers, civic organizations, bar associations, foundations and others interested in studying about the United Sates Constitution and the Bill of Rights. As we celebrate the bicentennial of our country's most important legal document, it is useful to have a ready reference source of materials on the subject.

This compilation is intended to assist the reader in finding materials on the United States Constitution that may be of interest. The materials are alphabetically arranged in grade level sectors wherever possible. This compilation is by no means exhaustive, but it should provide the reader with an initial starting point in studying about the Constitution.

We trust you will find the material informative and useful.

About the Constitution of the United States of America
Channing L. Bete Company, Inc. – 1972
Grades: 5-12

Archer, Jules
Revolution in Our Time
Julian Messener – 1971
Grades: 8-Adult

Aumente, Jerome
Against Misinformation
A Media Action Program for Young People
Anti-Defamation League of B'nai B'rith – 1973
Grades: 7-Adult

Aymar, Brandt and Edward Sagarin
Laws and Trials that Created History
Crown Publishers, Inc. – 1974
Grades: 9-12

Baker, G.
Communism in America:
Liberty and Security in Conflict
(Amherst Project Units in American History series)
Addison-Wesley Publishing Company – 1970
Grades:9-12

Bartholomew, Paul C.
Ruling American Constitutional Law:
Vol. 1, Governmental Institutions and Powers:
Vol. 2, Limitations on Government
Littlefield, Adams, and Company – 1970
Grades: 12-Adult

Bartholomew, Paul C.
Summaries of Leading Cases on the Constitution (9th ed.)
Littlefield, Adams and Company – 1974
Grades: 9-Adult

Bates, Elizabeth Bidwell
The Making of the Constitution
Grossman Publishers – 1972
Grades: 5-12

Bedau, Hugh, ed .
Civil Disobedience
Theory and Practice.
Pegasus –1969
Grade: 9-Adult

Bradbury, Ray
Farenheit 451
Ballantine Books, Inc. – 1972
Grades:10-12

Bragdon, Henry W. and John C. Pittenger
The Pursuit of Justice
An Introduction to Constitutional Rights
Macmillan Publishing Company, Inc. – 1969
Grades: 9-12

Brant, Irving
The Bill of Rights- Its Origin and Meaning
Mentor Books _ 1965
Grades: 10-Adult

Broderick, Frances
The Origins of the Constitution, 1776-1789
(in American History series)
Macmillian Publishing Company, Inc. – 1964
Grades: 9-12

Bugliosi, Vicent and Curt Gentry
Helter Skelter
The True Story of Charles Manson
Bantam Books – 1975
Grades: 10-Adult

Civil Disobedience: A Higher Law?
Lincoln Filene Center for Citizenship and Public Affairs
1969
Grades: 9-12

Clark, Todd
Fair Trial/Free Press (Constitutional Rights Series)
Benzinger, Inc. – 1976
Grades: 9-12

Cohen, William, Murray Schwartz and De Anne Sobul
The Bill of Rights, A Source Book
(The Constitutional Rights Series)
Benzinger, Inc. – 1976
Grades: 9-12

A Collection of Cases and Materials
for High School Teachers of Law, Volumes 1-2
Community Law Program – 1974
Grades: 8-Adult

Cooke, Edward F.
A Detailed Analysis of the Constitution
Littlefield, Adams, and Company
1975
Grades: 10-Adult

Creamer, J. Shane
A Citizen's Guide to His Legal Rights
Holt, Rinehart and Winston – 1971
Grades: 9-Adult

Cuban, Larry and Lawrence Aaronson
You've Been Arrested (People and the City Series)
Scott, Foreman and Company – 1972
Grades: 6-10

Curtis, Richard
The Berrigan Brothers:
The Story of Daniel and Philip Berrigan
Hawthorne Books – 1974
Grades: 8-Adult

Dickinson, Alice
The Sacco-Vanzetti Case, 1920-1927
Franklin Watts, Inc. – 1972
Grades: 7-12

Dorf, Philip
The U.S. Constitution (rev. ed)
Oxford Book Company, Inc. – 1976
Grades: 9-12

Douglas, William O.
A Living Bill of Rights
Anti-Defamation League of B'nai B'rith – 1961
Grades: 11-Adult

Eaneman, Paulette S., Michael Lipman and Nncy Zupanec
Evidence
Project Bechmark
1973
Grades: 6-Adult

Eaneman, Paulette S., Michel Lipman and Nancy Zupanec
Fair Procedures
Project Benchmark – 1973
Grades: 6-12

Fair Trial v. Free Press
Institute for Political and Legal Education – 1975
Grades: 9-12

Feder, Bernard
Bucking the System: The Politics of Dissent
American Book company – 1973
Grades: 8-12

Fixx, James., ed.
The Mass Media and Politics
(The Great Contemporary Issues Series)
Arno Press, Inc. – 1971
Grades: 10-Adult

Frankel, Osmond K.
The Rights We Have
Thomas Y. Crowell Company, Inc. – 1974
Grades: 10-Adult

Frankfurter, Felix
The Case of Sacco and Vanzetti
Grossett and Dunlap, Inc. – 1961
Grades: 11-Adult

Furniss, Cathy and Michel Lipman
Your Civil Rights
Media Features of America – 1973
Grades: 7-Adult

Galloway, John, ed.
The Supreme Court and the Rights of the Accused
Facts on File, Inc. – 1973
Grades: 10-Adult

Galt, Thomas Franklin
Peter Zenger: Fighter for Freedom
Thomas Y. Crowell Company, Inc. – 1971
Grades 5-9

Garraty, John A., ed.
Quarrels that Have Shaped the Constitution
Harper and Row Publishers, Inc. – 1964
Grades: 9-Adult

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Gibson, John, ed.
The Courts Make Policy
The Story of Clarence Earl Gideon
Lincoln Filene Centyer for Citizenship and Public Affairs
1969
Grades 9-12

Giffin, Fredrick C. and Ronald D. Smith
Against the Grain:
An Anthology of Dissent, Past and Present
Mentor Books – 1970
Grades 10-Adult

Gillers, Stephen
Getting Justice: The Rights of People
(expanded and updated ed.)
New American Library – 1971
Grades:10-Adults

Ginger, Ray
Six Days or Forever? Tennesse v. John Thomas Scopes
Oxford University Press – 1974
Grade: 12-Adult

Goldwin, Robert A.,ed
On Civil Disobedience: American Essays Old and New
(Public Affairs Series)
Rand McNally College Publishing Company – 1969
Grades: 9-12

Gora, Joel M.
The Rights of Reporters
The Basic ACLU Guide to a Reporter's Rights
(American Civil Liberties Union HandbookSeries)
Avon Books – 1974
Grades: 10-Adult

Gurko, Miriam
Clarence Darrow
Thomas Y. Crowell Company, Inc. – 1965
Grades: 7-12

Guttman, Allen
Freedom and Authority in Puritan New England
(Amherst Project: Units in American History series)
Addison-Wesley Publishing Company – 1970
Grades: 11-12

Guttman, Allen
God and Government
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